

A Proposal of “Applied Social Activities” Module for Undergraduate Program of Turkish Language and Literature Teachers: A Qualitative Study

Cemal SARAÇ^a

Marmara University

Abstract

In this study, it was aimed to determine the views on the contributions provided for the prospective teachers with the course of Applied Social Activities suggested to be in the undergraduate program of the Turkish Language and Literature Teaching. A qualitative research method was used in order to evaluate the views of prospective teachers about contributions of a social activities course. The students of the 10th academic term at Marmara University Faculty of Atatürk Education Department of Secondary Social Sciences Education Turkish Language and Literature Teaching Undergraduate Program took part in this study. In spring semester of 2007-2008 academic year, the prospective teachers were asked to write their views about contributions provided by applications of social activities lesson. The data were obtained through these documents. The analysis of survey data were carried out by induction analysis which is a method of content analysis. The results were sorted and analyzed according to content analysis. With respect to the findings obtained from the data, the prospective teachers evaluated the applications at two main categories as personal and occupational perspective. The collected data were interpreted by going through also related studies and a proposal made. As a result of the evaluation, the prospective teachers expressed that their skill of declamation in the face of community had developed, their social anxiety had decreased, their skills of cooperation and solidarity had developed, they had gained stronger self-confidence, their social skills had developed, their friends' and their own creativity had emerged, they had learned the situations that they can meet at phases of organization, they had gained experience on behalf of their career, they had got occupational material savings, and they had found the opportunity to apply theoretical knowledge. In the view of such information, practically [2-2-3] 4 hour Social Activities” lesson was offered to prospective literature teachers at pre-service period.

Key Words

Turkish Language and Literature Teacher Training, Undergraduate Program, Applied Social Activities, Higher Education.

As well as all over the world, also in our country teachers are obliged to train students in accordance with essential principle and aims of program pre-

pared according to human breeding policy of government. As well as being important role models for the students, literature teachers also have a role for students at gaining knowledge, skill and attitude about literature, acquiring literary pleasure, emerging and developing their special interest and skills by taking notice of individual differences. Teachers do these duties during the lesson and also at extra-curricular activities. The main activities done within this scope are educational branch activities and celebration of specific days and weeks. These activities made at secondary schools are carried out within the scope of Regulation of Ministry of Education Primary and Secondary Schools Social Activities published at the Notifications Journal of Ministry of Education dated February 2005 and numbered 2569 (Millî Eğitim Bakanlığı [MEB], 2005).

^a PhD. Cemal Sarac is currently an Assistant Professor at the Department of Secondary Social Sciences Education Turkish Language and Literature Teaching. His research interests include Turkish Language and Literature Teacher Training, skills of oral communication, material development, children's and youth literature and undergraduate program. *Correspondence:* Assist. Prof. Cemal SARAÇ, Marmara University, Atatürk Faculty of Education, Department of Guidance and Psychological Counseling, Istanbul/Turkey. E-mail: csarac@marmara.edu.tr & cemalsarac67@yahoo.com Phone: +90 216 3459090/160.

In this respect, in the process of training of prospective teachers, their development at preceptorship and subject area are so important, as well as personal development. Because of positive contributions to discovering themselves, creativities, academic achievement, improving their performance of expression, respecting others and satisfying at practices and etc., many educationalists offer students to get education and personally participate in the activities in this respect. From this point of view, analysis of prospective teachers' views about participating in activities is seen significant.

The Importance and Necessity of Social Activities

It is known that the social activities done under different names in different parts of the world as well as in our country have many positive effects on human. The social activities gain people skill of emerging, developing and using their special interest and skills for the benefit of themselves and society. Göçer (2004) and Gültekin (2007) also explained that celebration of specific days and weeks are important application areas for improving students' different skills. On the other hand, it is a known fact that because of not noticing or brushing over their interest and skills, many people in the society couldn't have a chance to recognize themselves in real terms.

Because human is a social being, speaking skill is the most essential feature for human to adapt the environment. According to Doğan (2009), games and speaking applications are important ways at improving speaking skill.

These studies cause to gain respect to each other, skill of showing tolerance to different opinion, idea, belief and cultural values. As Kepenekçi (2003) and Canbay (2007) indicated, this provides to person important contributions to gain democratic approach and behavior. Durmuş (2006) also emphasized that in order to gain democratic approach and behavior, schools are the best education areas.

On the other hand these activities improve and make common the consciousness and awareness of friendship, fellowship and solidarity and offer socialization chance to whom carry out them. Therefore they increase the success of student. It is observed that antisocial and self-conscious people have underachievement and meet many problems at their education life depending on considering themselves unqualified (Gümüş, 1997).

In social activities as the student study ambitiously to complete his duty taken individually and in group, his sense of responsibility also improves. According to Duruhan and Bedir (2005), a class with students gained sense of responsibility, surely make less trouble, also is an ambience where sharing is a lot more, students approach to each other and teacher tolerantly. On the other hand, the students who have unimproved sense of responsibility, annoy teachers and other people by their irresponsible behaviors and nonchalance (Önal, 2005).

At schools, the period of education is determined previously. The teachers have to carry out education program in a limited period of time (Özkılıç & Kormaz, 2004). Another advantage that social activities cause person to gain is skill of evaluating time efficiently and productively. According to Özkaptan (2007), using the time efficiently and productively brings well results at activities, but also success to private life of person and has important contributions for carrying out a healthy relationship.

The students, who participate in socio-cultural activities, will take heart and his decisions taken in his life will be balanced and true. Şiringil (2006) indicates that self-confidence and sharing sensations of students shall be improved by providing them individual and group studies. Bakır (2007) reached the result that theater studies made at schools have an intensely effect on students to gain self-confidence.

People are different from each other by their physical, mental, social, cultural, and education status. As a result of these differences, it is a known fact that people can perceive the same event differently and because of this they can react variously. Before different reactions become troubles, taking care of them requires skill of efficiently problem solving. This can be enabled at the environment where opinions are discussed, emotions and requirements of individuals are considered. (Hergüner, 2008).

Another important contribution of specific days and weeks is helping students to learn history well, to comment and understand today better with the information from past. Tours to historical and literary sites are the best examples of this. According to Demirci (2009), these tours provide many benefits, for example students connect with past and today, learn cultural properties and historical artifacts, develop an attitude to protect and maintain these values, develop empathy to past, have indulgence, learn intangibles, etc. In brief, as Gültekin (2007) indicated, social activities provide many contributions to people to be all-rounder.

The Role of Turkish language and Literature Teachers at Social Activities

Turkish language and literature teachers take charge in such activities as speechmaker or anchor person. In addition to this, they take part in preparing poem that will be read and other speech texts; planning, carrying out and concluding the competitions related to meaning and importance of the day. It is known that teachers meet many troubles during doing their duties because of inadequate guidance and lack of teamwork (Şiringil, 2006). It is certain that doing similar studies before duty contributes significantly to carrying out the activities more efficiently and effectively. According to Sarıtaş (2007) it is clear that institutive information doesn't make much more sense to prospective teachers and cannot answer the purpose unless the prospective teachers confront information, skill, attitude and behaviors that they will need in real educational environment. Prospective teachers can get needed information and skill only from experience. Therefore pre-service education is so important for prospective teachers to do their duties in their professional lives.

Importance of Pre-service Education in Training Turkish language and Literature Teachers

Yüksek Öğretim Kurumu [YÖK], (1998, p. 4) emphasized on gaining information, skill and viewpoint to prospective teachers in new regulation where teacher education undergraduate programs are addressed. According to Özkılıç, Bilgin, and Kartal (2008), application courses provides appropriate ambience to students for using information by connecting with theory and application and developing skill of learning and training by observing.

However when the department of Turkish language and literature teaching undergraduate programs are examined it is seen that the courses don't include adequate social, cultural and literary activities that prospective teachers will need while practicing their profession (Saraç, 2006). Besides, in another research carried out again by Şiringil (2006), when asked to Turkish language and Social Sciences teachers that "Did you get any course about how to benefit from Specific Days and Weeks in Turkish language and Social Sciences lessons? If so please tell the name of this lesson." But almost all teachers (95,4%) answered this question as "No".

Thus in our opinion, some different courses shall be improved needed in training of teachers to take an effective role in these activities indicated in lit-

erature education process. In this study, one of the courses thought as needed was carried out for trial purposes and feedback from students got. On the basis of feedback, it is believed that the course we recommend will provide important contributions to prospective teachers on behalf of gaining experience about social cultural and literary activities they will meet soon and guiding to students they will be responsible for.

Purpose

In this study, it was aimed to determine the views on the contributions provided for the prospective teachers with the course of Applied Social Activities suggested to be in the undergraduate program of the Turkish Language and Literature Teaching.

Method

Research Model

In study qualitative research method was used with the purpose of evaluating views of prospective teachers about contributions of Social Activities course. As it is known, qualitative research is defined as "a research in which a qualitative process is followed to put perceptions and events realistically and holistically in natural environment and in which qualitative data collection methods such as observation, interview, and analysis of documents are used" (Yıldırım & Şimşek, 2005). Qualitative research method gives researcher direction for determining analysis approaches, data collection, and focus of research, but this guidance is not determined by sharp lines like quantitative research. Qualitative research designs provide a general approach to research, and it makes contribution about its stages to be consistent with each other within the scope of a certain focus. These designs can be used with different dimensions and compared with each other at researches (Yıldırım & Şimşek).

Limitations

The research is limited to prospective teachers and their opinions.

Participants

Participants of research: Consisted of 37 prospective teachers who attended "Social Activities" course carried out at 10th semester in Marmara

University Atatürk Faculty of Education Department of Secondary Social Fields Education Department of Turkish Language and Literature Education in spring semester of 2007-2008 education year. The reason why this study was carried out in the 10th term is that the prospective teachers also take teaching application courses in this period. The prospective teachers going to schools for teaching application both see the similar applications at school and make information exchange with the teachers there. The typical case sampling has been used from non-random sampling methods, purposed sampling methods for the determination of participants. Purposed sampling: Depending on the purpose of the study, it causes to select information-rich cases and to do in-depth research. The researcher tries to understand phenomena of nature and society in the context of selected situations and explore the relationships between them and explain (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2010). A typical case sampling allows researchers to determine and study the most typical of those among a variety of situations having novelty or in introduction of a new application (Yıldırım & Şimşek, 2005).

The Role of Researcher

The qualitative researcher is the person who personally consumes time in the field, observes the environment and lives experience of the participants when required. Being close to data sources, speaking with the concerned individuals, making observations, reviewing relevant documents, getting to know and understand the subject researched have an important place at qualitative research. This aspect of qualitative researcher becomes a natural part of the research process, and functions as a data collection tool from time to time. The researcher has to clearly express his/her own position (such as participant observer, pre-experience related to the situation on which is being worked) due to the features listed above (Yıldırım & Şimşek, 2005). In this study, the researcher is a graduate of the Turkish language and literature teaching undergraduate program and works as teacher for 4 years; and he is a person who has a direct application of research and observation. In addition, the researcher has personally made analysis of the data. Thinking that education faculties of universities mostly concentrate on the theoretical knowledge, they disregard application skills, and teachers newly started to work at secondary school have difficulties- including their own experience - on social events, the re-

searcher, as an educator, believes that the prospective teachers should be better managed to fulfill work at the period of pre-service education. For this purpose, s/he has been guiding the prospective teachers for approximately four months during the study period (February 15-June 15). He has impartially showed great effort as possible in data collection.

Data Collection Tools and Data Collection

Open-ended questions were used in the research to collect the data required. At the end of the period, participants were asked to get their views about the social activities done. For this purpose, prospective teachers were asked to express their views in writing in one week-period after the end of the activities. The purpose of the open-ended questions to determine the views is providing prospective teachers expressing their views freely and in detail. The advantage of these kinds of questions is getting answers that researcher does not expects or planned and since therefore getting more extensive and detailed (Büyüköztürk et al., 2010).

Application Process of Social Activities Course

During the research carried out in the 10th semester in Marmara University Atatürk Faculty of Education Department of Secondary Social Fields Education Department of Turkish Language and Literature Education at spring semester of 2007-2008 education year, the prospective teachers who participated to the research had done following activities;

- The importance of effective and beautiful speech in personal and professional terms,
- Specific days and weeks celebrations in education,
- The principles paying attention while preparing and presenting a text associated with the celebrations of specific days and weeks,
- Preparing and presenting a text with role of National Education Director / School Director / Teacher with regard to November 10 Commemoration of Atatürk,
- Preparing and presenting a text with role of National Education Director / School Director / Teacher with regard to November 24, Teacher's Day,
- Preparing and presenting a text with role of Na-

tional Education Director / School Director / Teacher with regard to October 29, The Republic Day,

- Preparing and presenting a text with role of National Education Director / School Director / Teacher with regard to 18 March Çanakkale Martyrs' Day,
- Preparing and presenting a text with role of National Education Director / School Director / Teacher with regard to May 19, The Commemoration of Atatürk Youth and Sports Day,
- Selecting a free speech topic about specific days and weeks and making a speech as anchor person,
- Making a 3 minute impromptu free speech about a topic,
- Selection of poetry for the concert to be made and proper backing and music for poetry,
- Rehearsal exercises for concert to be made,
- Selection of text for theater piece to be staged,
- Casting, costume and place adjustment for the theater piece to be staged,
- Rehearsal exercises for the theater piece to be staged,
- Putting on the drama named "Legendary Teacher".

Data Analysis

Analysis of the research data were carried out by way of inductive analysis that one of the content analysis. Inductive analysis was done with the purpose of revealing the underlying concepts for data by encoding and the relationship between these concepts. The results were sorted and analyzed in accordance with the content analysis. Main purpose in content analysis is getting the concepts and relationships that explain collected data. The data summarized and interpreted at descriptive analysis was subjected to deeper analysis in content analysis and the concept and themes that cannot be realized by descriptive analysis can be discovered as a result of this analysis. The basic process at content analysis is bringing similar data together within the scope of concepts and themes and organizing them in a format understood by the reader and interpreting them (Yıldırım & Şimşek, 2005). In qualitative research design, it is so important that participants' views and perspectives shall be explained and described without prejudice and distortion because

of this the raw data written by prospective teachers were read many times and evaluated with line by line reading technique and notes about possible codes were taken. During encoding process, the words and concepts chosen by participants were used as many as possible. In cases where words and concepts used by participants were inadequate, different concepts that described them better were used by taking into consideration of literature and research questions. After encoding, the resulting codes were brought together and their common themes were determined and so the themes that formed the main points of research findings were formed. These themes were divided into sub-categories. While creating the categories, views of prospective teachers were placed in those categories without any semantic shift. Then, how often each category repeated (frequency) was found. The basic aim of digitizing the qualitative data is increasing reliability, reducing bias and making comparisons between categories (Yıldırım & Şimşek). Percentages for categories were created to be more understandable. The percentages for each category as well as views of prospective teachers were given. The data obtained from these studies were transferred to SPSS software and its frequency and percentage distribution was calculated, the findings were presented in tables.

Validity and Reliability

In qualitative research, "validity" is related to accuracy of scientific findings, "reliability" is related to reproducibility of scientific findings (Yıldırım & Şimşek, 2005). In this respect to increase the validity and reliability of research, some measures were taken.

Internal Validity: To increase the internal validity of research, the themes were tried to be determined as wide-ranging enough to include related concepts and narrow-scoped enough to exclude irrelevant concepts. The unity was achieved by controlling the relationship between these themes with sub-themes that form them and the relationship between each theme with others. In addition to these, after creation of themes and sub-themes form them, they were checked by showing them to participants. In this way, confirmation of participant was got.

External Validity: For increasing the external validity of research, research method and process were explained in detail (research model, participants, role of research, data collecting tools and

collecting of data and analysis of data and interpretation of data).

Internal Reliability: Principles of confidentiality guarantee were given to participants to express their views sincerely without any concern. Thus the data collected during the interview provided to reflect the real situation. During the analysis of data, prejudices, misunderstandings, unrealistic data reviewed, and required sorting out were done.

External Reliability: Made during the study process defined in detail. Also obtained raw data and codes were stored in a format of being read by others.

Findings

The findings obtained from the views about contributions of Social Activities course to prospective teachers are grouped under two main themes as contributions to personal and professional development. The findings are presented in a table format, impressive and interesting views of prospective teachers were directly quoted.

Table 1.

Frequency and Percentages of Views of Prospective Teachers About Contributions of Activities to Their Personal Development

Views of Prospective Teachers About Contributions of Activities to Their Personal Development	f	%
We learned appealing to community with activities like 3-minute speech, drama, poetry recital.	25	67,56%
In this study, we overcame our stage fright and so our social concern was reduced.	25	67,56%
Even though it is too late, we learned solidarity in class and working together.	22	59,45%
Our courage increased, we have stronger self-confidence we can express ourselves more easily.	20	54,05%
We made activities that developed our social skills.	18	48,64%
These studies provide us recognizing and understanding ourselves and many talented colleagues, becoming aware of our capabilities and developing them.	9	24,32%
We broke down our prejudices about some of our friends.	9	24,32%

When we look at Table 1, prospective teachers expressed that their skill of declamation in the face of the community developed (67,56%), their social anxiety decreased (67,56%), their skills of working together and solidarity developed (59,45%), they have stronger self-confidence (54,05%), their

social skills developed (48,64%), they became aware of their own capabilities as well as their friends' (24,32%) and they broke down their prejudices about some of their colleagues (24,32%). The following direct quotations are views of prospective teachers about these issues.

"three-minute speech applications helped us to overcome not being able to speak in front of the society that most of us have this problem."

"during social activities, we have discovered our capabilities that perhaps we couldn't realize or couldn't have any opportunity to discover them until now. "

"As of being Turkish language and literature fifth grade students, the only program we carried out in five years was a poetry recital that was done last week. Through this program my stage fright and my speech anxiety in front of society have removed substantially."

"I was extremely happy from acclamations in poetry recital that was done at the other day. Together we carried out the program well. This showed us what this class can do if they want."

"I read poetry in front of the society for the first time in my 17-year life."

"the prejudice that "nothing can be done with this class" has been removed."

"we didn't know our names until recently" "everyone was living in their own shell"

"although I have a little concern, I don't think as in the past and I trust myself more on this issue."

"...showing to students that they can achieve something helps them to develop their sense of responsibility and provides self-confidence."

"this poetry recital is very significant for me because it was the first time we made an organization together in five years."

"this is a small organization for world, but big for us. No wonder is impossible that we can do this."

Table 2.

Frequency and Percentages of Views of Prospective Teachers About Contributions of Activities to Their Professional Development

Views of Prospective Teachers About Contributions of Activities to Their Professional Development	f	%
Poetry recital provides us noticing the details at stages of program preparation about specific days and weeks.	25	67,56%
Bring experience, preliminary and practicality for teaching.	18	48,64%
Helped for preparation of tools required in our professional lives.	16	43,24%
Through this study our theoretical knowledge transferred into practice.	11	29,72%
We gained proficiency to problems that we can confront in our teaching lives..	9	24,32%

As shown in Table 2, prospective teachers expressed that the activities taught them situations that they can meet at stages of organization (67,56%), provided experience on behalf of their professional life (48,64%), provided background of occupational material (43,24%) and the opportunity to practice the theoretical knowledge (29,72%). The following direct quotations are views of prospective teachers about these issues.

"we get the opportunity to realize how a poetry recital shall be, what are the deficiencies and the technical details"

"Through these activities, prospective teachers can prepare to their professional lives much better. When they participate in these activities, they see how a preparation shall be, how an operation is required and while they are carrying out these activities at schools they will work at, they will not have difficulty"

"while we were student we learned how to prepare, determining the sources we benefited from and keeping them in a file will bring ease to prospective teachers and provide to be a conscious teacher."

"the most important contribution of studies made in the classroom is getting experience about how a preparation shall be for such activities."

"we learned how a speech text is prepared, what the order is at reading protocol. We need to know how an announcer text is written in terms of both ourselves and teaching to our students."

"when these speeches are so long, they become so boring, this is understood in the classroom one more time"

"the prospective teacher who didn't do any activity like this, will have difficulty inevitably when he begins his life work. Because it is a known fact that the majority of load of memorial programs is left to literature teacher as well as other activities in the school."

"we combined our articles with some of colleagues and prepared "Çanakkale Bulletin". I believe that this bulletin will be so useful in our teaching lives."

"... actually we have created an archive that can be used in our teaching days."

"...speeches were so important for us that we didn't go to the blackboard as yet throughout this three and a half year."

Results

The teacher of modern era gives importance to the student expressing themselves in the community easily, and also he raises members who are aware of their own interests and abilities, and can express their thoughts freely.

When we look at Table 1, prospective teachers expressed that their skill of declamation in the face of community developed (67, 56%). Undertaking a role and carrying out the activities related to

this role is so difficult without verbal behaviors. According to Önder (2006), performing a role properly is possible with demonstrating verbal behaviors pursuantly and promptly. Also according to Saraç (2006), teachers must have all qualifications that a good speaker shall have. The student is affected from the behaviors the teacher "made" instead of his sayings that "shall be done", because of this first of all the teacher shall be an example with his own power of expression to the children. In other words, native language teachers shall behave as the best example of all kinds of activities. It is considered that this study brings positive contributions to prospective teachers at their daily and professional lives.

As Ümmet (2007) indicated, no matter what their age, number of individuals that cannot express themselves, cannot speak in front of others, have anxiety in community in other words have "social anxiety" is so much not to be underestimated in the community. As Salman (2005) told, at the end of a program carried out by Weisberg and Elias (1990) for the purpose of reinforcing social competence of students at 5th and 8th class, it is observed that the students overcame their anxiety better and get skill of solving disputes (cited in Salman, 2005) According to Palancı (2004), reduction of social anxiety is related to ability of coping with social life. In our study approximately two-thirds (67,56%) of prospective teachers expressed that their social anxiety reduced. In this respect, the results of our study tally with the results of study carried out by Weisberg and Eliasile.

The ratio of whom expressed their skill of studying together and solidarity developed is 59.45%. Indeed in a study carried out by Bakır (2007) at which students began drama, it is observed that their sense of team work developed. Ability to work in collaboration with others and improving team spirit through acquiring habit of solidarity are also among the objectives of modern education. Although teamwork and solidarity between teachers are so important for increasing performance and job satisfaction, in a study carried out by Töremen and Karakuş (2007) it was observed that there is no effective co-operation between teachers. It can be said that this study brings positive contributions in its own scope to solve the problems indicated by Töremen and Karakuş.

According to results of a research carried out by Bakır (2007), the dramas done at schools are highly effective on students to gain self-confidence. As well in our study, the ratio of who expressed that

their self-confidence became stronger is more than half (54,05%). When viewed from this aspect, the results of both two studies are similar. According to Yerli (2009), people who are positive and have self-confidence move in a behavior pattern on human relations such as helping the others. According to these results, it can be said that occupational self-confidence of prospective teachers participated in the study developed.

Nearly the half of prospective teachers (48,64%) expressed that their social skills developed at the end of this study. Kocayörük (2000) investigated the effects of education program with drama on primary school students' social skill levels. As a result of research it was seen that drama education program developed students' social skill levels. In addition to this, Gülay (2008) in his study told as "at observer's notes, the experimental group showed closer behaviors to social skills and it can be said that they develop more positive attitude towards gym lesson".

They expressed that creativity of them and their friends emerged (24,32%). From the expression of prospective teachers, it can be said that the study helped to emergence of their latent abilities. Training of prospective teachers as creative and productive individuals is so important for being a model to students that are target audience. The participants, who discover himself and his friend during these studies, will also discover his students at his professional life and help them to serve to community as productive members.

They expressed that they get free from their bias about some of their friends (24,32%). According to this result, the study can be evaluated as it provides contribution to self-criticism. Prejudice or bias can be called as unsubstantiated attitude. In the light of these results, it can be said that by this studies prospective teachers' some prejudices and negative attitudes can be prevented.

As shown in Table 2, prospective teachers expressed that the activities thought them the situations they can meet at stages of organization (67,56%). As Saraç (2006) indicated teaching is not just attending the lesson and existing from it. As well as other branch teachers the Turkish language and literature teachers will guide to students at educational branch activities and at other social cultural activities in high schools they work at. Doing such activities at pre-service period means that prospective teachers will have fewer difficulties during practicing their profession. According to Tan lessons must be set according to the activities of high school

programs (1990). According to programs, Özbay, Şahin, and Koç (2004) explained the importance of this situation as "university shall prepare member to life, fit him with interests, knowledge and skills by personal and social activities in addition to giving occupational knowledge".

Prospective teachers will organize many demonstrations during practicing their profession. Getting this education at pre-service period will extremely relax them. A trial without any preparation will cause many deficiencies. This will reduce pleasure of prospective teacher. In this study, approximately half of the prospective teachers (48,64%) said that the activities provided experience on behalf of their professional life. Similar application studies also get positive results on behalf of gaining occupational experience (Deveci, Ersoy, & Ersoy, 2006). From this point of view it can be said that the study increased the self-confidence of prospective teachers vocationally.

It is so important that prospective teachers shall learn to provide appropriate tools for lesson and issue and use them. Because as Yalın (2010) indicated, using appropriate tools catches the attention to lesson, increases success, makes remembering easy, provides time saving, prepares multi-learning environment. Sarıtaş (2007) told that because not providing required application environment for putting the theoretical information given to prospective teachers in the pre-service learning process into practice systematically and in a controlled manner, they often meet with troubles on subjects such as preparing required tools and materials and using them effectively. Yıldırım (2008) indicated the new programs carried out at his study increased using tools at classes but some problems existed due to lack of adequate preparations. In our study 43,24% of prospective teachers expressed that the study provided them accumulation of material that they can use while practicing their profession, so it can be interpreted as the study helped them to provide rich experiences to students at teaching-learning environment. Sezer (2005) expressed that the teacher shall have occupational knowledge and qualification such as equipment appropriate with student's age, level and abilities. Because the places where prospective teachers will begin their career will differ greatly, preparing some materials that they cannot get them there will provide contributions for doing a qualified teaching.

For prospective teachers, using theoretical knowledge they acquired at faculty effectively, efficiently and properly at school environment depends on only

having the opportunity of enough application at pre-service period (Harmandar, Bayrakçeken, Kıncal, Büyükkasap, & Kızılkaya, 2000). In our study, one third of students (29,72%) expressed that they had found the opportunity to apply theoretical knowledge. Also Kutluca, Birgün, and Çathoğlu, (2007, p. 105) told that when prospective teachers do application activities appropriate to their social development and useful for occupational lives, they can overcome the difficulties more easily that they can confront these at their occupational lives. When we examine teacher training systems of many developed countries in the world closely, it is seen that practice of teacher training activities shall be increased substantially. In this context, it can be said that prospective teachers subscribe to more applications.

Following recommendations can be brought to the application,

- The students model secondary teachers in the process of their education, based on the fact that the prospective teachers should be trained through practice of effective example of good speaking skills. In fact, a similar study, "Applied Voice Reading Activities" can be done.
- The prospective teachers should spend learning experiences living through a variety of organizations and materials.
- The model applications recorded and made at secondary schools before preparation of these events should be shown to the prospective teachers.
- Academic staff should recognize the individual differences of the prospective teachers well, organize the activities accordingly, so that they should guide prospective teachers for secondary education. If there is possibility a teaching staff with experience will carry out teaching this course.

Following recommendations can be brought to the researchers to be done:

- It is seen that the applied social activities give positive results during the pre-service training of prospective teachers. However, to reach a definitive opinion it should be tried in other faculties of education. Even it can be studied that the prospective teachers previously done if there is contribution from social activities.
- The activities made / cause to make at the beginning of the task can be considered in different research methods.

- Based on the results of this study, Applied Social Events course has been suggested. Working for a large sample generalization has not been implemented. The studies in this area in the future to produce generalizable results will be important to ensure wide participation. Thus, the Turkish language and literature teacher in the graduate program in the process of development researchers and program developers to constitute an important source.

References/Kaynakça

- Bakır, A. (2007). *Temel eğitimde tiyatro çalışmalarının öğrencilerin kişilik gelişimi (özgüven kazanımı) üzerindeki etkisi*. Yayınlanmamış yüksek lisans tezi, Beykent Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz Ş. ve Demirel, F. (2010). *Bilimsel araştırma yöntemleri*. Ankara: Pegem Akademi.
- Canbay, A. (2007). İlköğretim okullarında sosyal etkinlikler ve müzik kulübünün önemi. *Milli Eğitim Dergisi*, 174, 462-168.
- Demirci, M. T. (2009). *Kültürel öğelerin öğretiminde müze gezilerinin önemi*. Yayınlanmamış yüksek lisans tezi, Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü, Konya.
- Deveci, H., Ersoy, A. F. ve Ersoy, A. (2006). Öğretmen eğitiminde portfolyo değerlendirmenin kullanımına ilişkin sınıf öğretmeni adaylarını görüşleri. *Kuram ve Uygulamada Eğitim Bilimleri Dergisi*, 6, 163-199.
- Doğan, Y. (2009). Konuşma becerisinin geliştirilmesine yönelik etkinlik önerileri. *Türk Eğitim Bilimleri Dergisi*, 7 (1), 185-204.
- Durmuş, M. E. (2006). *AB Sürecinde demokratik kişilik eğitimi (Polis Akademisi Örneği)*. Yayınlanmamış Yüksek lisans tezi, Kırıkkale Üniversitesi, Sosyal Bilimler Enstitüsü, Kırıkkale.
- Duruhan, K. ve Bedir, G. (2005). Devlet okullarında ve özel okullarda kutlanan ve anılan belirli gün ve haftaların etkililik düzeylerinin kıyası (Kayseri il örneği). *Milli Eğitim Dergisi*, 168. <http://yayim.meb.gov.tr/dergiler/168/index3-duruhan.htm> adresinden 11 Kasım 2009 tarihinde edinilmiştir.
- Göçer, A. (2004). Türkçe öğretimine bir uygulama sahası olarak belirli günler ve haftaların kutlama etkinlikleri. *Milli Eğitim Dergisi*, 162. <http://yayim.meb.gov.tr/dergiler/162/gocer.htm> adresinden 11 Aralık 2009 tarihinde edinilmiştir.
- Gümüş, A. (1997). *Üniversite öğrencilerinin sosyal kaygı düzeylerinin çeşitli değişkenlere göre incelenmesi*. Yayınlanmamış yüksek lisans tezi, Gazi Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Gülây, O. (2008). *Ortaöğretim 9. sınıf beden eğitimi dersinde, işbirlikli oyunların öğrencilerin sosyal beceri düzeylerine ve beden eğitimi dersine yönelik tutumlarına etkisi*. Yayınlanmamış yüksek lisans tezi, Abant İzzet Baysal Üniversitesi, Sosyal Bilimler Enstitüsü, Bolu.
- Gültekin, M. (2007). İlköğretim öğretmenlerinin ilköğretimde kutlanan belirli gün ve haftaların gerekliliği ve işe vurukluğu konusundaki görüşleri (Eskişehir ili örneği). *Milli Eğitim Dergisi*, 174, 72-87.

- Harmandar, M., Bayrakçı, S., Kınal, Y. R., Büyükkasap E. ve Kızılkaya, S. (2000). Kâzım Karabekir Eğitim Fakültesinde "Okul Deneyimi" uygulaması ve sonuçlarının değerlendirilmesi. *Milli Eğitim Dergisi*, 148, <http://yayim.meb.gov.tr/dergiler/148/1.htm> adresinden 13 Aralık 2009 tarihinde edinilmiştir.
- Hergüner, E. İ. (2008). *Kişisel gelişim eğitiminin yetişkinlerin problem çözme becerileri ve stresle başa çıkma düzeyleriyle ilişkisi*. Yayınlanmamış yüksek lisans tezi, Maltepe Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Kepenekçi, Y. (2003). Demokratik okul. *Eğitim Araştırmaları*, 11 (44), 44-55.
- Kocayörük, A. (2000). *İlköğretim öğrencilerinin sosyal becerilerini geliştirmede dramının etkisi*. Yayınlanmamış yüksek lisans tezi, Ankara Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Kutluca, T., Birgün, O. ve Çatlıoğlu H. (2007). *Öğretimde planlama ve değerlendirme dersi uygulama etkinliklerinin öğretmen adaylarına sağladığı katkılar*. *Uludağ üniversitesi Eğitim Fakültesi Dergisi*, XX (1), 89-110.
- Milli Eğitim Bakanlığı [MEB]. (2005). Milli Eğitim Bakanlığı İlköğretim ve Ortaöğretim kurumları sosyal etkinlikler yönetmeliği. *Tebliğler Dergisi*, 2569; Şubat 2005. <http://yayim.meb.gov.tr/dergiler/pdf/2569.doc> adresinden 11 Kasım 2008 tarihinde edinilmiştir.
- Önal, S. H. (2005). *Bir sorumluluk eğitim programının lise dokuzuncu sınıf öğrencilerinin sorumluluk düzeylerine etkisi*. Yayınlanmamış yüksek lisans tezi, Uludağ Üniversitesi, Sosyal Bilimler Enstitüsü, Bursa.
- Önder, A. (2006). *İlköğretimde eğitici drama temel ilkeler ve uygulama örnekleri* (1. bs). İstanbul: Morpa Yayınları.
- Özbay, Y., Şahin, M., Koç, M. (2004). Öğretmen eğitime ilişkisel-sosyal ve insancıl bir yaklaşım, *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 27, 28-41.
- Özkaptan, E. (2007). *Okullardaki sosyal kulüp etkinliklerinin rekreasyonel açıdan değerlendirilmesi (Adapazarı ortaöğretim kurumları örneği)*. Yayınlanmış yüksek lisans tezi, Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü, Sakarya.
- Özkılıç, R. ve Korkmaz, N. H. (2004). Sosyal bilimler, fen bilimleri ve beden eğitimi spor öğretmenlerinin sınıfta zaman yönetimine ilişkin davranışları. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, XVII (2), 281-29.
- Özkılıç, R., Bilgin, A. ve Korkmaz H. (2008). Öğretmenlik uygulaması dersinin öğretmen adaylarının görüşlerine göre değerlendirilmesi [Online]. *İlköğretim Online*, 7 (3), 726-737. <http://ilkogretim-online.org.tr> adresinden 20 Aralık 2008 tarihinde edinilmiştir.
- Palancı, M. (2004, Temmuz). *Üniversite öğrencilerinin sosyal kaygı sorunlarını açıklamaya yönelik bir model çalışması*. XIII. Ulusal Eğitim Bilimleri Kurultayı'nda sunulan bildiri. *İnönü Üniversitesi, Eğitim Fakültesi, Malatya*.
- Salman, G. (2005). *İşbirlikli öğrenmenin hayat bilgisi dersinde sosyal beceriler eriş ve hatıra tutma üzerindeki etkileri*. Yayınlanmamış yüksek lisans tezi, Dokuz Eylül Üniversitesi, Sosyal Bilimler Enstitüsü, İzmir.
- Saraç, C. (2006). Sözlü iletişim becerileri açısından Türk dili ve edebiyatı eğitimi. *Milli Eğitim Dergisi*, 169, 106-117.
- Sarıtaş, M. (2007). Okul deneyimi I uygulamasının aday öğretmenlere sağladığı yararlar konusundaki görüşlerin değerlendirilmesi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, XX (1), 121-143.
- Sezer, A. (2005). Hayat bilgisi ve sosyal bilgiler öğretim teknolojileri ve materyalleri. A. Tanrıöğen (Ed.), *Hayat bilgisi ve sosyal bilgiler öğretimi* içinde (s. 193-217). İstanbul: Lisans Yayıncılık.
- Şiringil, N. (2006). *Sosyal bilgiler ve Türkçe öğretmenlerinin ilköğretim 6. ve 7. sınıfta belirli gün ve haftalara ilişkin görüşlerinin değerlendirilmesi*. Yayınlanmış yüksek lisans tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- Tan, H. (1990). Öğretmen yetiştirme ve istihdam. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 2, 203-207.
- Töremen, F. ve Karakuş, M. (2007). Okullarda sinerjinin engelleri: takım çalışması ve üzerine nitel bir araştırma. *Kuram ve Uygulamada Eğitim Bilimleri*, 7, 619-645.
- Ümmet, D. (2007). *Üniversite öğrencilerinde sosyal kaygının cinsiyet rolleri ve aile ortamı bağlamında incelenmesi*. Yayınlanmamış yüksek lisans tezi, Marmara Üniversitesi, Eğitim Bilimleri Enstitüsü, İstanbul.
- Yalın, H. İ. (2010). Öğretim teknolojileri ve materyal geliştirme. Ankara: Nobel.
- Yerli, S. (2009). İlk ve orta öğretim okullarındaki yöneticilerin duygusal zeka ve problem çözme becerileri arasındaki ilişki (İstanbul yakası örneği). Yayınlanmamış yüksek lisans tezi, Maltepe Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Yıldırım, K. (2008). Sınıf öğretmenlerinin araç-gereç kullanımına ilişkin bir durum çalışması. *Kuram ve Uygulamada Eğitim Bilimleri Dergisi*, 8, 285-322.
- Yıldırım, A. ve Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yüksek Öğretim Kurumu [YÖK]. (1998). *YÖK Eğitim Fakültesi Öğretmen Yetiştirme Lisans Programları*. <http://www.yok.gov.tr/egitim/ogretmen/ogretmengyetiştirme/lisans/giris.doc> adresinden 20 Aralık 2009 tarihinde edinilmiştir.